



Catch-Up Premium Funding Plan Leftwich Community Primary School

Summary information

School	Leftwich Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15 601	Number of pupils	191

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Identified impact of the second lockdown period – January to March 2021

Maths	<p>Teachers used White Rose Maths to support remote learning in maths. This was mostly successful, although certain areas of the maths curriculum were challenging in terms of teaching and learning so teachers adjusted and adapted the curriculum accordingly. This means that specific areas were not taught during the lockdown period.</p> <p>Children continued to access Mathletics, Times Tables Rock Stars and Numbots during lockdown. The maths lead set regular challenges to keep children motivated to work on their basic number skills.</p>
Writing	<p>Writing was taught using the Pathways to Write resources, as we would use in school, with teachers continuing with the usual curriculum. Whilst pupils did engage, and all work was reviewed and feedback given, there was a clear decline in the standard of work being handed in. Younger children engaged well with phonics lessons which were recorded by teachers, and the ditties were a particular success. Whilst children have retained their phonics knowledge and spelling knowledge, they have lost the ability to apply this to their writing. Stamina for writing has also been affected.</p>
Reading	<p>Remote learning focused on the development of comprehension skills through quality texts, using the Pathways to Read resources. Engagement with practising reading skills (reading to parents/ carers) to apply phonics knowledge, decode and read for pleasure was disappointing - despite the school sending children home with a selection of reading books and library books and offering links to online resources. Emerging readers have struggled to use phonics to decode and sound out new and familiar words because of the break in their learning.</p>
General	<p>Baseline assessment upon return shows a clear correlation between engagement with online/ home learning and children who have fallen behind. Those children who did not engage in home learning are further behind than others. As with the previous lockdown, school monitored engagement on a tracking grid and teachers held daily class meetings via Google Meet to encourage pupils' engagement, to teach specific subject areas and to support small groups of pupils and individual pupils with their learning. SEN groups received regular additional 1:1 or small group support with TAs and teachers via Google Meet; engagement with this was varied.</p> <p>The school quickly identified those families who did not have the necessary technology to support remote learning. Keyboard were purchased to enable play stations to be turned into computers and a total of 30 laptops were allocated to the school from the DFE. Additionally, the school used funds provided from the local authority to purchase 6 laptops. Some families who received this support remained disengaged. School also provided parents with free access to unlimited Wi-fi during the course of the lockdown.</p> <p>Teachers continued to provide a broad curriculum via remote learning.</p> <p>A small number of 'hard to reach and disengaged families' remained so during lockdown. A very small proportion of children did not engage with any learning during this time, despite members of staff making numerous attempts to persuade them (home visits, phone calls etc)</p>
Social and Emotional	<p>Stamina in working.</p> <p>Resilience to deal with challenge.</p> <p>Self-esteem when struggling with new learning.</p> <p>School had contact with all families weekly via google classroom and telephone conversations. Home visits took place to families that were not engaging or where there were specific concerns.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Effective diagnostic assessment... Teaching assessment and feedback:</p>	<p>Core subject leaders have carried out curriculum gap analyses. Teachers have also completed a gap analysis for maths for both whole cohorts and for pupils with specific needs in maths. First for Maths has supported the school with this.</p> <p>Maths – White Rose catch-up curriculum / First for Maths catch up plan Pathways to Read Pathways to Write – catch-up Science TAPs – 3 year catch-up programme</p> <p>Following the gap analyses homework will be increasingly important in plugging gaps in learning and catching up in specific areas of the recovery curriculum.</p> <p>A tracking grid was kept up to date throughout lockdown, to keep a record of children's engagement with home learning activities.</p>	<p>School leaders and teachers have a very detailed understanding of gaps in the curriculum, and therefore learning, and are adjusting teaching accordingly.</p> <p>Through pupil progress meetings teachers can show the impact of catch-up programmes, recovery curriculum and interventions within classes. A proportion of pupils will have made accelerated progress since their return to school in March.</p>	<p>Subject leads</p>	
<p>High quality teaching for ALL... Supporting great teaching:</p>	<p>Teachers quickly identify gaps in learning and address these through</p> <ul style="list-style-type: none"> - Quality first teaching - Use of TAs for for 1/1 catch up sessions and targeted support in lessons. - Planned and targeted interventions - Small group or one-to-one tuition – teachers employed using catch-up grant <p>Recovery teachers: Four teachers who are normally employed as class teachers on a part time basis, are being employed to provide 1:1 tuition using the catch-up grant.</p>	<p>Accelerated progress can be seen for those pupils who have received additional support via the catch-up tuition programme.</p>	<p>C Harrison L Guy</p>	

<p>Effective diagnostic assessment... Teaching assessment and feedback:</p>	<p>Assessment has taken place since the children's return to secure an accurate picture across the school for Reading, Writing, Phonics and Maths.</p> <p>Detailed analysis ensures assessments and targets take into account all barriers to learning (EHCP/ PP/ engagement in remote learning/ SEN etc) Pupil progress meetings show that teachers are addressing gaps in progress and attainment for groups of learners. For example, in the year 2 class guided reading is taking place four times per week for each child in order to address the reading gap and accelerate progress.</p>	<p>School leaders and teachers have a very detailed understanding of gaps in learning and can use guided groups, interventions and lessons to address these.</p> <p>End of term assessment to establish the impact of the catch-up curriculum. A proportion of children have made accelerated progress.</p>	<p>L Stewart</p>	<p>March 2021</p>
<p>Supporting remote learning... Ensuring equity of access for all:</p>	<p>All learners continue to have access to Google Classroom and class work in the event of a bubble closure or a family having to isolate.</p> <p>In circumstances where it is required, the school has the capacity to provide appropriate devices to support remote learning.</p>	<p>Continuity of learning and progress ensured for all pupils.</p>	<p>S Campbell</p>	<p>Spring/ Summer 21</p>
<p>Focusing on professional development... Supporting great staff:</p>	<p>CPD Spring/ Summer Term: Maths Hub training – teaching for mastery First for Maths – Gap analysis to impact on progress English Hub – Further RWInc training specifically for intervention work. Webinars for Pathways to Read/Write Autism Awareness – whole school EY training via the Trust/ Barnton school – focus on consistency of approach in tracking progress and identifying next steps</p> <p>Monitoring *book monitoring both in-house and within the Trust will highlight common strengths and areas for development, for writing in particular. *Monitoring staff meetings for all core subjects to ensure consistently good teaching across the school and good progress for all pupils. *Lesson observations – monitoring impact of catch-up curriculum</p>	<p>Teaching and learning is consistently good across the school and impacts positively on pupils' progress.</p> <p>The recovery curriculum is effective and ensures gaps are being filled in learning.</p> <p>Progress and attainment data shows gaps for groups of learners is being addressed.</p>	<p>SLT</p>	
<p>Transition support... Welcoming new starters:</p>	<p>Reception to carefully plan transition sessions for new starters. New starters meeting for parents – socially distanced and in small groups.</p>	<p>Children had smooth transition into Reception.</p>	<p>K Dutton S Cousins</p>	<p>Summer 2021</p>

Total budgeted cost

£500

ii. Targeted academic support

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition...	A Teaching Assistant is assigned to each class to help address any gaps in learning. Intervention groups and guided groups will run daily and be linked to the curriculum - focused on the areas where pupils would most benefit from additional practice or feedback. Year 3 focused – ReadWriteInc intervention – catch up for missed phonics teaching.		L Guy	Termly at Pupil Progress meetings
Targeted Intervention support	Four experienced members of teaching staff will work additional hours to support pupils in years 2 to 5 to catch up – the focus of which will be reading and writing. This targeted support will be tailored to meet the needs of individual pupils. Sarah Oldham and Sara Cousins will oversee and deliver intervention work in year 2. Sarah Campbell will deliver interventions for years 3 and 5. Helen Scott will deliver interventions for year 4.			Termly with Head Teacher
Improved reading resources to support the recovery curriculum.	Daily guided reading sessions in year 2 in order to accelerate reading and close the gap for learners. Purchase of additional guided reading texts to support this.		N O'Neill L Stewart J Heath	July 2021

Extended school time... Before/After school focussed support clubs	From June year 5 children will be 'invited' to attend after school support clubs - sessions will be very specific and targeted at areas of need. The class teacher will liaise with the Teaching Assistant to identify learning needs and pupils who would benefit from these. Sports clubs to start after Easter- supporting children's mental and physical health.		All staff	Termly at Pupil Progress meetings
Planning for pupils with SEND... Intervention programme	Time to be allocated to SENCO to advise staff on SEN help and referrals available – linked to pupil progress meetings		L Guy	Termly with SENCO
Total budgeted cost				£15,500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Ensuring access to technology... Enabling all learners equal access to the provision:	Adapt existing, unused, laptops to Chrome books which can be loaned to families to allow all children to access Remote Learning if they have to isolate.		C Harrison L Guy	Dec 2020
Supporting pupils' social, emotional and behavioural needs...	Ensure vulnerable families receive help with providing food when children are isolating. School to subsidise food parcels already provided for FSM pupils, with Morrisons food box project.		L Guy C Harrison	Dec 2020
Total budgeted cost				£500
Cost paid through Covid Catch-Up				£15,500

£ 15,500

